DOCUMENT RESUME

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ABSTRACT

This program, included in "Effective Reading Programs ..," serves 460 students in grades one through three and includes black, white, and Spanish-surname children. Begun in 1971, the program uses the Ransom taxonomy of reading skills and Ransom criterion-referenced tests. The group tests, correlated with major basal readers, are administered by classroom teachers to help them determine the skill needs of each child. After reviewing these tests, teachers use multimedia, multimodal materials to teach and reinforce needed skills. Students are placed in flexible reading groups, organized according to reading levels, and individualized teaching takes place within each group. To reinforce the word recognition and comprehension skills introduced in these directed reading lesson groups, students spend approximately one hour per day at library, skill, creative writing, and appreciation-oriented learning stations. Student progress is continually evaluated by means of criterion-referenced tests and daily teacher records. (TO/AIR)

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WILLARD SCHOOL READING PROGRAM

Pasadena, California

In September 1971, with the approval of the Curriculum Director and the District Reading Consultant, Willard School began the implementation of a pilot reading program for Pasadena City Schools. The reading program uses the Ransom Criterion-referenced Tests, the concept of a Reading Resource Room for central storage of reading materials, and the implementation of a variety of skill stations in the classroom for the reinforcement of specific reading skills according to individual needs.

The program was implemented by the Miller-Unruh Reading Specialist, Mrs. Vernelle Lazzarini, under the direction of Mr. William Weigel, the School Principal.

The program was devoted to concentrated work in one first grade classroom during the first year. The Miller-Unruh Reading Specialist taught in the classroom with the regular classroom teacher during the two-hour period allotted to reading. They planned and developed the program cooperatively.

Concurrently, individualized materials were developed by the Millex-Unruh Reading Specialist to meet the needs of the first grade children. During the first year the Reading Resource Room was equipped with a wide variety of kits for teaching specific reading skills as tested in the Ransom Tests.

The second year, 1972-73, all first and second grades were given the opportunity to enter the program, and materials were prepared for the levels of reading abilities of second grade children. Extensive in-service was given to classroom teachers by the Miller-Unruh Reading Specialist on the use of Ransom Tests, record keeping, classroom management and specific techniques for setting up a variety of skill stations.

CS001939

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By the end of the second year the Reading Resource Room was equipped with materials coded for first and second grade reading abilities.

The third year was devoted to the preparation of reading materials for the third grade level.

The fourth year the improvement of teaching techniques as related to the directed reading lesson was emphasized. Another extensive in-service program was designed and organized by the Miller-Unruh Reading Specialist and the School Principal. In cooperation with a local college, arrangements were made for a two unit college course on the school site devoted to Advanced Diagnosis and Prescription. This class included on-site demonstration teaching in addition to the in-service classes. Most of the teachers took the college course, and all teachers attended a portion of the classes to fulfill school in-service requirements. Opportunity for all teachers to observe demonstration teaching was provided as substitutes were hired and rotated during the school day through grades one, two and three. The teachers were not required to adopt rigid or specific techniques in teaching, but as a result of receiving new insights and new ideas relevant to their own teaching styles, innovative practices occurred.

The Reading Resource Room is well-stocked with a variety of commercial materials as well as the materials specifically designed and created by the Miller-Unruh Reading Specialist. The idea of central storage appeals to classroom teachers as it provides them with a wide variety of materials to be used during the year. Also, it allows the teachers more planning time.

Another necessary requirement of this program is the six-hour Instructional Aide assigned to the Reading Resource Room. The six-hour Instructional Aide must become completely familiar with the coding and organization of materials and be able to fill the orders of the classroom teachers. This releases the Reading Specialist to teach in the classrooms. A person hired for this position should have several important qualifications. Most

importantly, she needs to have expertise in human relations. She also needs to be able to type, file, and organize materials.

The role of the School Principal is of vital importance in the implementation and the ongoing success of a reading program. He interprests specifice of the program to parents, teachers and the public in general. The organizational plan has a reduced class size during the reading period. This is accomplished through a special teacher who teaches Movement Education to all first, second and third graders. During the reading period one fourth of the students are removed from the classroom for Movement Education.

Example: Group I - Directed Reading Lesson

(1/2 hour) Groups II and III - Independent Activities (Skill Stations)
(rotation)

Group IV - Movement Education

Reading groups for the Directed Reading Lesson usually have a maximum of eight children so that concentrated teaching can take place. Individualization of teaching also takes place within this small group.

An E. S. E. A. Instructional Aide in each classroom teaches the children in the classroom, who are below grade level, for an additional period of time. This is in addition to the directed reading lesson given by the classroom teacher.

The Miller-Unruh Reading Specialist teaches groups of children in the classroom. Classroom teachers and Instructional Aides observe demonstration teaching at this time. Instructional Aides are thus trained to take over the group when the Reading Specialist rotates to another classroom.

One of the advantages of this program is that it is not rigid or limited and is open for continual improvement and refinement as new insights are gained. This program can include and encompass the <u>best</u> of any reading program and include a wide variety of commercial teaching aide. It is not restrictive, but can be as creative and as enriched as the ability of the teacher using it.

This approach provides for a balanced reading program. Sequential mastery of vocabulary and phonic skills are emphasized. Exact records of vocabulary and phonic skills learned by each child are kept on checklists. These checklists are specifically made for the reading series being used. The materials developed for teaching the skills tested in the Ransom Criterion-referenced Tests are also correlated by the Miller-Unruh Reading Specialist to the specific reading series being used.

The Ransom Criterion-referenced Tests offer specific guidelines for the teaching of reading skills. (See detailed description of the Ransom Program.)

THE RANSOM PROGRAM:

A MANAGEMENT SYSTEM IN READING

Description

The Ransom Program is a flexible, multi-skilled, language-oriented management system, the elements of which have been researched since 1964. Its purpose reflects the need for providing practical, field-tested procedures and appropriate multi-media learning and reinforcement activities for all children in the classroom while the teacher directs small group learning experiences. The plan can be used with any reading program, such as basal reading, language experience, individualized self-selection, linguistic, or, as in one research school, ITA. The Program has been developed by Dr. Grayce A. Ransom, Professor of Education and Director of the Reading Centers, University of Southern California.

The Program is composed of several elements:

1. A K-6, nineteen-level taxonomy of reading skills, and language and literature experiences, numbered for computer use, representing (1) a spiraling curriculum in vocabulary, comprehension, study skills, and language, literature appreciation experiences; (2) a sequential curriculum in phonics, structural analysis, and location skills.
2. A researched system for organizing and maintaining a schoolwide center of multi-media resources keyed to the taxonomy. Personnel of the local school gather all existing commercial and teacher-made materials. The materials are coded and stored in easily accessible learning packets, with specific plans for dispersal and retrieval as requested by teachers.
3. The delineation of the work of a school resource reading specialist who sets up the resource center, administers the program, and conducts

continuing in-service education in sparking teacher-pupil interest in reading and effective teaching of it.

4. A set of nineteen levels of criterion-referenced-skills-tests and literature selection and appreciation experiences keyed to the taxonomy. The K-3 tests are on spirit duplicating masters. The 4-6 tests are in reusable booklet form with easily scored answer sheets. The literature appreciation guides relate to genres, categories and creative variety in reporting.

5. A set of McBee-sort individual profile cards and group profile forms for each of the nineteen levels of reading instruction.

6. A system of using the criterion-referenced tests and literature guides each ten weeks for profiling and planning blueprints for instruction.

7. Thirty-three goals, with underlying objectives. Under each goal is an analysis of its importance and philosophy, and a group of suggestions for learning activities relating to its objectives.

8. A plan for helping teachers set up and maintain learning stations in the classroom, emphasizing multi-media use. Research-tested learning stations offering both appreciations and needed skills are: teacher-directed; follow-up; library; literature appreciation; vocabulary and concept development; manipulative; written response; and creative activities, including writing.

Purpose

The purpose of this management component of a reading program is the provision of teacher-directed and reinforcement reading activities for children who are being continuously assessed. It is only one part of a total school reading program. It provides for reinforcement by use of technology (tape recorders, audio-flashcard programs, manipulative games, phonographs) after the material to be learned has been presented by the teacher. Children who learn rapidly will need very few reinforcing activities and can move rapidly toward appreciation and understanding of more complex reading material offered in content fields and through the accompanying guides and activities in the multi-level, multi-interest personal

reading component. Other children will reach such goals more slowly, and will deal with more simple library books for reference and pleasure.

Background of Development

Research in Primary Independent Activities

In 1964, Dr. Ransom planned a reading study on use of technology and multi-modal learning experiences in 15 first-grade classrooms in the East District of the Los Angeles Unified School District. The study was designed to make comparisons between randomly selected experimental groups using special researcher-made aural-visual manipulatable materials accompanied by the use of the Language Master, the materials without the Language Master, and control classrooms using their regular methods.

After running a full year (1965-66), computer analysis by use of an analysis of covariance research design, revealed that the aural-visual classes scored significantly better in comprehension, and consistently showed higher achievement in all skills than either of the other two groups.

Skills and Appreciations Taxonomy

In 1965, Dr. Ransom, believing that such a procedure was the most vital necessity for teaching reading to modern children, began the development of a minutely defined reading taxonomy of skills and language-literature appreciations. The most recent form, completely reworded in 1973, incorporates basic linguistic findings of the past decade.

Assessment

With the conviction that group assessment measures at primary levels are both financially necessary and extremely difficult to work out in effectiveness,

Dr. Ransom planned a study to ascertain the predictive validity of her experimental group tests of facets of language perception and fluency in first-graders.

The Barstow Unified School District generously cooperated with the plan through the leadership of four reading specialists who attended the Diagnostic and Remedial Workshop at the NCL-USC Reading Center in 1966.

A battery of individually administered standardized tests was given to 300 first-grade children. These tests were chosen because they purported to measure the same skills as the group-oriented Ransom Language Perception Test. It was then possible to ascertain the effectiveness of group testing. Special care was given to develop formats which were easy for primary children to use.

Skills tested included three types of visual discrimination, three types of auditory discrimination, classification, sequencing, and oral response to a nursery rhyme picture.

The predictive function of the group tests, compared with individual tests, relating to the May administration of the Stanford Reading Achievement Test as criterion, was most encouraging, since group tests correlations were just as high as individual test correlations. (See Barstow report for details.) The formats of the experimental Ransom Language Perception Test have been adopted in test materials of the present program.

Field Testing, 1968-1969

Locations

During 1968-69 one part of the program was field tested in eight second-grade classrooms and one first-grade classroom in Valley North Elementary Area, Los Angeles City Schools, with the fine cooperation of the Area's Assistant

Superintendent, Mr. Robert Lamson.

Classrooms were randomly selected from high residential-mobility areas of Pacoima. This residential base was chosen in light of findings of Dr. Ransom's research project, completed in 1968, by contract with the California State Department of Education. A major finding of the project entitled "Factors Influencing High and Low Reading Test Scores in Grades One and Two," revealed that of nearly 300 variables studied, residential mobility was the most significant factor associated with high and low State reading test scores.

Four experimental and four control classrooms were in low socio-economic areas with black and Spanish-speaking population groups. Four experimental and four control classrooms were in Anglo, middle socio-economic areas. Mrs. Gloria Wolf who had developed a compilation of materials useful to this taxonomy in her Masters' project at the University of Southern California, served as coordinator of the research project and resource reading specialist at Haddon Avenue Elementary School and Noble Elementary School.

Funding

Funding for the purchase of materials and equipment to do the 1968-1969 field testing of the first two levels of the program was provided by funds which remained from the previous year's State Department study (described above) and cooperation of Los Angeles City Schools. Five-sixth's of Mrs. Wolf's salary was paid by Los Angeles City Schools and one-sixth by research funds.

Research Plan

All teachers consented to be in the study and were randomly selected for experimental or control groups. To minimize school differences, most schools contained at least one experimental and one control group.

The purpose of the study was to assess the effects of giving teachers a reading taxonomy, ready-to-use learning packages keyed to it, and various types of multi-media for aid in establishing multi-modal learning stations in the classroom. Diagnostic tests were purposely omitted, since there seemed to be sufficient variables to provide improved reading instruction. Had tests been used, it would have been impossible to determine exactly the elements which contributed most to pupil growth in reading.

Each experimental teacher received: (1) 13 file boxes of skill-numbered learning packages containing games, pencil-paper work from dittoes and workbook pages, skill lessons on tape, filmstrips, book-record combinations and manipulative activities involving cut-paste, creative response to literature, and puppetry; (2) a card-reading machine (Language Master or EFI Flashcard); (3) a tape recorder; (4) a filmstrip projector; (5) a packet of paperback books for library reading.

Control classrooms received no extra materials nor equipment. Both experimental and control groups continued to use the Ginn basal reading program.

Assessment

Gates-MacGinitie Reading Tests, Level B, were administered to all of the research classes in May, 1969. Even though the children had also been given the State mandated Stanford Reading Achievement Test, it was decided that use of a different test would be a more objective assessment measure for purposes of this research.

Findings

In all comparisons between experimental and control classrooms, there were no significant differences. Experimental and control classrooms of the four predominantly black groups were compared; the four predominantly Spanish surnames groups were compared; and the eight Anglo middle class classrooms were compared. Also, total groups of eight experimental and eight control classrooms were compared. Analysis of variance statistical treatment yielded no evidence of significant differences in specific or total groups.

Conclusions

In totally assessing the pilot research which had used an extensive reading framework and abundant ready-to-use resources, without significantly different outcomes of experimental and control groups, it became clear that there must be some missing ingredients. The missing ingredients might be one or more of several factors:

(1) The teachers may have been less involved with prepared materials than with more of their own construction.

(2) The teachers may have needed better ways of determining the skill needs of children.

(3) The teachers may have needed more help in setting up learning stations.

(4) Even though the materials were set up in skill-numbered and labeled packets, there may have been an over-abundance of immediately accessible materials, causing storage problems and confusion.

The Next Research Project

For the next step of the research, factors (2), (3), and (4) were considered most tenable for specificity of planning:

Plans relating to (2) were:

1. Refinements and extension of the criterion-referenced tests which had been field-tested in Barstow.
2. Plans for consistent, regular use of pre- and post-tests representing all strands of the Taxonomy at appropriate levels for all children.
3. Plans for making individual and group profiles for use in planning instruction.

Plans relating to (3) were:

1. Providing for a building resource teacher who would give specific in-service training and demonstration in the use of learning stations as vehicles for use of information gained from group testing and individual and group profiling, and opportunities for more effective pupil communication and leadership.

Plans relating to (4) were:

1. The setting up of a central storage resource center where all of the research materials would be stored by computer numbers keyed to the taxonomy, with viable plans for dispersal and retrieval under the direct supervision of the reading resource teacher.

Field Testing, 1969 - 1970

In spring, 1969, the teachers of Haddon Avenue School petitioned Mr. Lamson with a detailed plan for converting the primary grades of Haddon Avenue School into a non-graded setting. Mrs. Viola Berton, Haddon school principal, enthusiastically supported the petition.

With the granting of this request, it was planned that the research project be moved completely to Haddon Avenue School to see, among other goals, the effect of supplying existing materials through a newly established resource center for twelve classrooms with the purpose of making cost analyses and calculations for obtaining efficient use of the materials. Haddon Avenue School then served for two years as the basic observation center for the "Diagnostic and Prescriptive Reading Program," with Mrs. Wolf having served as the first reading resource leader.

Los Angeles City Schools Task Force

The newly appointed Reading Task Force of Los Angeles City Unified School

District visited the project as a group and several times as individual members. Dr. Ransom was invited to present the program at a meeting of the Task Force.

In January, 1970 Mrs. Wolf was called to the central offices of Los Angeles City Schools to represent the Ransom Program, as the Task Force continued the task of working out a group of behavioral objectives undergirding a new reading program for Los Angeles schools. She served as a resource for cross-referencing work of the Task Force with the Ransom skill taxonomy.

In February, Mrs. Wolf was asked to become a permanent member of the Task Force. Mrs. Sheryl Walters, a classroom teacher who had become very proficient in using the program, took lead as temporary administrator and resource teacher, assisted by Mrs. Elizabeth Sims, reserve teacher. Mrs. Sharon Gould, beginning September 14, served as reading resource specialist at Haddon Avenue School until June, 1971, when she became consultant for the Ransom Reading System. There were hundreds of visitors to Haddon School during the two-year period of research there.

Fresno City Unified District

In spring, 1969, Fresno City Unified District, knowing of Dr. Ransom's research, asked that she serve as reading consultant for the district, with particular emphasis on ESEA Title I schools (eight in number).

In beginning work at Fresno, in Fall, 1969, it was decided that time would be saved if contracts were made for use of Dr. Ransom's material rather than the indigenous development of a reading-skill list needed for implementation of the Fresno program to be supported by a grant from federal funds.

The same plan that was being used at Haddon Avenue School was set up in seven target schools in Fresno. Personnel of the district office planned for gradual

transition of the plan to other schools of the district.

District office personnel, school principals, target school reading resource specialists (two in each school), and teachers were sent to Haddon Avenue School to view the organizational set-up and teaching-learning procedures. Phase one of the program was in-service training of teachers and setting up of learning centers in all target school classrooms. The rest of the plan went into effect in Fresno target schools' primary grades in February, 1970, and in all grades of the seven schools by August, 1970, after in-service workshop sessions, led by Mrs. Wanda Lister, Director of Reading of ESEA Schools, and Dr. Ransom. Resource teachers of the schools gave excellent leadership help.

Special In-Service Training in Fresno

Throughout 1969-70 teams of teachers were relieved by substitutes for in-service training and for aiding to Dr. Ransom's basic resource books for Grades K-1, which were compilations of teaching ideas and lists of available commercial materials for reinforcement of each subskill. They also coded to the Ransom list all reading and language materials being used in the Fresno district.

Instructional Cores

There were two general instructional cores used in the Title I schools in Fresno: (1) the McGraw-Hill Sullivan Programmed materials and (2) the Harper and Row basal reading program. These emphases show contrast with the Bank Street readers being used at Haddon Avenue School.

Fresno's Decision for Complete Individualization

After the initial pilot-testing from 1969-1971, the Compensatory Education school personnel of Fresno decided that they would move to Sullivan McGraw-Hill programmed reading as the sole initial teaching core. Because of this core and

their large number of salaried aides, they decided to rework the Ransom Taxonomy and other continuums into a strand-by-strand and level-by-level "grid" of sub-skills which must be tested individually. Children in all schools were taken to the resource room for individual testing for each strand and each level.

Using the Ransom plan of a large resource book of many teaching ideas and media coded by skill number, they also retained the computer-capable numbering plan of the Ransom System, the concept of central storage of many media under one skill number, its plan of a core vocabulary at each level, and learning stations in the classroom.

In the spirit of sharing which has typified these research projects, the Fresno Title I consultant and resource teachers shared with other research schools their additions to the original Ransom Research books of coded resources and teaching suggestions.

Literature Selection and Appreciation Components

From the beginning of the field testing, literature appreciation and library learning stations have been considered vital elements in the Program. Research schools were urged to purchase or make literature listening kits of books and cassettes. Follow-up critical and creative discussions led by the teacher have been important elements which tie in with reading comprehension. A library browsing station is an important feature of the prototype classroom.

In 1972, with desire to strengthen this emphasis, Dr. Ransom purchased rights for using the library program of the Clovis, California Unified School District, which had been printed and in operation there for five years.

The revised version for upper elementary students has become part of the

Program. The plan includes guides for systematizing the creative selection, reading, reporting, and profiling of a planned variety of types of literature, with student discussion groups part of the overall objectives.

In 1974, research was done on "Processes of Comprehension", which examined the effects of the literature appreciation station and a spiraling comprehension curriculum of tests and learning experiences on children from Spanish-speaking homes compared with Anglos in one research school. A report of this research was included in the paper read at the Fifth World Congress in Vienna, entitled Processes of Comprehension. The paper is stored in ERIC files.

Inservice Training: Consultant Services

Since the use of the Ransom System involves great changes for some teachers in planning varied learning experiences, use of a consultant or other in-service plan is a highly important aspect of implementation.

Dr. Ransom served as a consultant to many districts from 1966- to 1971. She helped teachers learn procedures for organizing their classrooms for small-group learning activities emanating from individual and group profiles made from placement testing each ten weeks. She gave demonstrations on the gradual building of learning stations in the classroom. She also helped resource teachers interpret their leadership roles and plan resource centers.

With mounting time pressures of writing and other professional activities, the need for auxiliary consultant help was apparent.

Under the direction of Dr. Ransom, Ms. Sharon Gould served as full-time consultant during the academic year of 1971-72, working with school personnel wishing to implement the program.

In-Service Training: Workshops

In Summer, 1972 seven unique non-profit workshops were held for training purposes. They were planned by Dr. Ransom and Mrs. Gould, and conducted in their school settings by resource teachers who had used the Ransom System for at least a year. Of two-weeks duration, they included lectures and discussion; daily observation of an on-going learning station classroom; and a laboratory period for making new skill materials for resource centers or learning stations. Over 200 teachers, principals and resource teachers were trained in these workshops.

Now available are Residency Workshops in which new or prospective users of the Program may study it intensively in research schools using it.

Growth of the Program

By Fall 1972, seventy-two schools in California were using the Ransom Program.

In contracting for becoming an experimental school, a promise to provide in-service training was part of the stipulation, as well as promise of feedback to Dr. Ransom for improvement of the program. Feedback from various phases of the research came from teachers and administrators working with a total of 45,000 children, with participation spread over the ten-year period.

Research Activities

Beginning in 1971, research schools made known their desires to meet for exchange of materials and experience, and for feedback to Dr. Ransom in suggestions for improvement. Since that time, research meetings have been held two or three times a year at the NCL-USC Reading Center, where the members of the National Charity League have generously permitted regular use of a research office and occasional use of the auditorium. Since Addison-Wesley Publishing Company was to publish the commercial edition, its representatives also attended research meetings.

Feedback on the experimental edition was given by research schools in addition to their filling out a long questionnaire for Addison-Wesley.

The main purpose of evaluation during the research years was to test the replicability of the Program, since it does require changes in teacher orientation and procedures. Several Masters' theses and projects have stressed attitudinal changes in teachers, children and parents.[1, 2] Another thesis was a guide for implementation of the program.[3]

A fourth Masters' research project, now in progress, represents a report on types of errors on Ransom levels tests of a population of severely handicapped readers in the NCL-USC Reading School compared with those of children on the same tests in a typical developmental group from a public school.[4] Another thesis presents a report on comparing the utility of the Wide Range Reading Test as a quick placement device for levels placement in the Ransom program for remedial and for developmental readers.[5] A sixth Study compares a classroom using

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1 Marcus, Barbara A. "The Effect of the Ransom Reading Program on the Behavior and Attitudes of Students." University of Southern California, Unpublished Master's project. 1974.

2 Carpenter, Dorothy. "Responses of Elementary Teachers to the Ransom Multi-Media Multi-Modal Reading Program." California State University at Northridge. Unpublished Masters' thesis. 1974.

3 Davis, Karen and Neil H. Edwards. "A Handbook for Teachers Implementing the Ransom Diagnostic-Prescriptive Reading Program." California State Polytechnic University, Pomona. Unpublished Master's project. 1973.

4 Moorman, Priscilla. "A Comparison of Phonic and Structural Analysis Errors on Ransom Criterion-Referenced Tests of Students in Remedial and Developmental Reading Programs." University of Southern California, Unpublished Master's project. 1975.

5 Rochefort, Elizabeth. "The WRAT as a Predictor of Placement in the Ransom Reading Program." University of Southern California. Unpublished Master's thesis. 1975.

sight vocabulary reinforcements through the use of the Ransom "Wordo" games with a comparable control classroom.[1]

Each research school has compiled its own data for evaluation. A list of research districts is included in the bibliography. The best evaluation evidence lies in the fact that in almost every district which started with one research school, the plan has spread to other schools in the district.

Districts that participated in the field testing are listed below.

Antioch Unified School District, 510 G St., Antioch, Calif. 94509

Brawley Elementary School District, 264 D St., Brawley, Calif. 92227

Burbank Unified School District, 245 E. Magnolia Blvd., Burbank, Calif. 91502

Calipatria Unified School District, P.O. Bin G, Calipatria, Calif. 92233

Calexio Unified School District, P.O. Box 792, Calexico, Calif. 92231

Colton Joint Unified School District, 1212 Valencia Dr., Colton, Calif. 92324

Culver City Unified School District, 4034 Irving Pl, Culver City, Calif. 90230

Desert Sands Unified School District, 83-049 Ave. 46, Indio, Calif. 92201

El Centro Elementary School District, 640 State St., El Centro, Calif. 92243

Elsinore Union Elementary School District, 1201 W. Graham Ave., Elsinore, Calif. 92330

Evergreen Elementary School District, 3188 Quimby Road, San Jose, Calif. 95121

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1 Osborn, Janice. "The Effects of Two Methods of Sight Vocabulary Instruction on Reading Achievement in First Grade." California State University at Northridge. Unpublished Master's project. 1974.

Fresno Unified School District, 2348 Mariposa St., Fresno, Calif. 93721

Glendora Unified School District, 352 N. Wabash Ave., Glendora, Calif. 91740

Hacienda La Puente Unified School District, 15959 E. Gale Ave., La Puente, Calif. 91745

Heber Elementary School District, P.O. Box B, Heber, Calif. 92249

La Canada Unified School District, 5039 Palm Dr., La Canada, Calif. 91011

La Habra City Elementary School District, P.O. Box 307, La Habra, Calif. 90631

Lompoc Unified School District, P.O. Box H, Lompoc, Calif. 93436

Los Angeles Unified School District, P.O. Box 3307 Terminal Annex, Los Angeles, Calif. 90051

Montgomery County School Corporation, 850 Hungerford Drive, Rockville, Md. 20850

Moreno Valley Unified School District, 13911 Perris Blvd., Sunnymead, Calif. 92388

Mountain View Elementary School District, 2850 N. Mountain View Road, El Monte, Calif. 91732

Oceanside City Unified School District, 2111 Mission Ave., Oceanside, Calif. 92054

Palm Springs Unified School District, 333 S. Farrell Dr., Palm Springs, Calif. 92262

Pasadena Unified School District, 351 S. Hudson Ave., Pasadena , Calif. 01109

Santee Elementary School District, P.O. Box 220, Santee, Calif. 92071

Valley Oaks Union Elementary School District, 1400 E. Janss Road, Thousand Oaks, Calif. 91360